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ABSTRACT

This summary evaluation report is a short synopsis of the first-year activities of the Resource Vocational Program, which provided career development and vocational education--employability development--services in the least restrictive environment to a group of mild to moderate handicapped youth. A brief description outlines scope and four major components of this program, which was located at two high schools in the Salt Lake City School District: career awareness, employment skills, vocational training, and placement. Other sections discuss identification of clients served and student characteristics and describe programs of a similar nature that are operating locally and throughout the country. A report from an independent internal evaluator describing the function of the program is summarized. The concluding section contains a brief summary statement highlighting the program's major accomplishments, a future perspective where problems are, and programming strategies to resolve these problems for the next operating year. Appendixes, amounting to over one-half of the report, include (1) definitions of handicapping conditions: (2) a report on the structure and changes of the program, whose title was changed to Special Vocational Services Project for the next operation year: (3) the independent internal evaluator's report in its entirety: and (4) participating student characteristics in detail. (YLB)

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1979-80 SUMMARY REPORT

RESOURCE VOCATIONAL PROGRAM

Salt Lake City School District

Bo Hall - Project Director

September 1980

CE 027 170

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This summary evaluation report is a short synopsis of the first year's activities of the Resource Vocational Program. It operated as a pilot project providing career development and vocational education services to a group of mild to moderate handicapped youth, located at two high schools within the Salt Lake City School District.

The goal of the Resource Vocational Program is to provide employability development services in the least restrictive environment to a group of mild to moderate handicapped youth. The Program will assist students in becoming socially independent, vocationally skilled and able to obtain an earned income at a job which the student has found personally satisfying.

This summary evaluation report shall describe our successes as well as our failures; it is only in knowing both that we will be able to make the necessary changes to facilitate achieving our goal. The contents of this report will provide a brief program description outlining the scope and nature of the problem. It will provide a description of the clients whom the program serves. It will describe services which are available to the client, family and the employer. It will also describe programs of a similar nature which are operating locally and throughout the country.

This will be augmented by a report from an independent internal evaluator describing the function of the program as seen by an independent third party. The concluding section of this report contains a brief summary statement highlighting the program's major accomplishments and a future perspective on where the problems are. It also includes programming strategies which we have developed to resolve those problems for the next operating year.

NEED FOR ASSISTANCE

The following public laws create a responsiblity to insure that the special needs of handicapped students are being fulfilled:

Public Law 94-112, The Education For All Handicapped Children Act of 1975, which mandates a "free appropriate public education" in the "least restrictive setting" to all persons between the ages of three and twenty-one.

Section 121.a14 of the law states: "'Special Education' means specially designed instruction...to meet the unique needs of a handicapped child."

Public Law 94-482, The Vocational Education Act of 1976, extends help to handicapped and disabled individuals of all ages who need vocational education services.

Public Law 94-482 also requires that vocational education planning be coordinated with the student's Individualzed Education Program (IEP).

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against handicapped people on the part of any agency (including school districts) that receives federal funds. It also reaffirms the right of the handicapped to receive appropriate career and vocational training opportunities.

Public Law 90-576, The Vocational Education Amendments of 1968, mandated vocational education for students with special needs. The term "special needs" refers to both handicapped and disadvantaged students, implying the need for special instructional services. The Amendement defines vocational education for disadvantaged or handicapped persons as including special education programs and services. These services should be designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition.

In 1975, it was reported that handicapped persons represented only 1.7% of the total students enrolled in vocational education classes in the nation (Lee - 1975). Also, it has been reported that two-thirds of the vocational education provided to handicapped students is training not intended to prepare students for the open market.

Likewise, most handicapped students receiving vocational education are placed in special classes (Bureau of Economic and Business Research, 1974).

A study by Brolin (1973) indicated that the majority of the teacher training schools surveyed did not offer Career Education as part of the Special Education curriculum.

More recently on December 19, 1978, the Office for Civil Rights reported that handicapped students were not enrolled in significant numbers in vocational education programs. Instructors are often reluctant to accept handicapped students in regular classroom settings, even when special accomodations are not needed.

In February of 1979, Edwin Martin, Bureau of Education of the Handicapped Chief, pointed out that handicapped adolescents who aren't college bound can get through high school without a job skill; after graduation, they end up on the rehabilitation counselor's doorstep. The idea is that when a youngster reaches junior or senior high, people from the various state agencies should sit down together and determine how best to serve him or her. According to Martin, the total number of children reported by states that are being serviced under the Education For All Handicapped Children Act, P.L. 94-142, is lower than HEW projections. One reason for the above may be that the handicapped students are dropping out of high school because of a lack of appropriate educational services.

There is little, if any, evidence of concern for the handicapped student who leaves school lacking skills necessary to survive in the working world. According to a report from the National Association of State Boards of Education released in September, 1979, it appears that although P.L. 94-482, The Education Amendemnt of 1976, sets aside 10 percent of vocational education

basic grants for handicapped students, the U.S. Office of Education identifies only two percent of the total enrollment in vocational education programs as handicapped.

"Vocational education programs for the handicapped should, but do not, provide a continuum of services", the report says. This would include regular vocational education that can be accessed by handicapped students; adapted vocational education programs that are modified to accomodate special education eligible students; special vocational education designed for those students whose impairment is so severe as to preclude success in a regular vocational education program; individual vocational training tailored to meet individual needs; and pre-vocational assessment for handicapped students.

Despite the assets possessed by many handicapped students, the hard fact is that as a group they remain less prepared and less skilled to function in a competitive world. This lack of appropriate preparation and training hurts the handicapped student in several ways:

1. Effects student's ability to find and maintain employment.
2. Limits student's upward mobility.
3. Students receive less satisfaction from work.
4. Quality of life is significantly inferior.
5. At age 30, the individual is dissatisfied with educational development.

During the 1979-80 school year, the following conditions existed in the Salt Lake City School District:

* Insufficient district plans or policies existed which outlined how vocational education classes could or should be modified to accomodate students with special needs.

* Salt Lake City School District had not provided any in-service training to vocational educators on how to educate special needs learners.

* The majority of the vocational education programs were not aimed with providing students with entry-level skills or open/entry/open exit scheduling.

* There was not a policy for the district regarding the status or plans for providing vocational education to handicapped in-school youth.

* Ken Jensen, Research Analyst for Job Service states, "For Salt Lake County in 1979, there were 11,500 unemployed individuals. Thirty-six percent (36%) or 4,100 individuals were between the ages of 16 and 21". Therefore, it would appear that Salt Lake City School District is located in an area of high youth unemployment.

The Resource Vocational Program was then created to work towards resolving problems which prevented handicapped students from maximizing their career potential.

BUDGET SUMMARY

Resource Vocational Program

1979-80 School Year

I.	REVENUE:	
	State/Federal Set Aside - PL94/142	$31,105.00
II.	EXPENDITURES:	
	Salary Coordinator	$13,613.47
	Salary West High Instructor	4,276.28
	Salary East High Instructor	4,276.29
	Salary Secretary	788.80
	Supplies	1,330.00
	Mileage	391.17
	Contr. - Services - Consultants	595.07
	Telephone	308.87
	Equipment	332.71
	Retirement	2,342.99
	FICA	1,205.35
	Health Insurance	1,047.00
	Indirect Costs	597.00
	TOTAL	$31,105.00

PROGRAM DESCRIPTION

The Resource Vocational Program during its first year was operational at East and West High Schools, located in the Salt Lake City School District. It was supported by monies set aside from the implementation of Public Law 94-142, the Education for All Handicapped Children Act of 1975. The program operated within the high schools' regular resource programs to provide supportive vocational and career development services to 110 mild to moderate disabled high school students.

The staffing pattern for the 1979-80 school year consisted of the following personnel:

PROGRAM COORDINATOR - whose primary responsibility was to establish, design and implement a vocational and career delivery service system for handicapped high school students being served in resource programs. The program coordinator was responsible for the total operation of the program which indluced hiring and providing supervision and direction to the program staff, assuring maintenance of existing community linkages, establishing new linkages necessary to achieve the successful outcome, and serving as a chief liason with all community linkages.

The coordinator also administered the operation of the program, and had the responsibility of assuring appropriate reporting procedures, accurate fiscal management and fiscal reporting for money set aside for use in the program.

PROGRAM INSTRUCTORS - Located at East High and West High School, the program instructors were primarily responsible for curriculum instruction in the Resource Room for aid in developing a vocational component to the IEP.

Responsibilities also included the administration of vocational testing instruments, providing work experience options and job placement opportunities for students. This ensured effective employer/student relationships. They were also to act as a referral source to other community agencies and to keep accurate and concise information on each student whom the program served.

PROGRAM SECRETARY - The secretary was responsible for mailing out requests for information, typing correspondence, answering the telephones and performing various office duties.

SPECIAL VOCATIONAL TUTOR - The tutor's primary responsibility was to assist the vocational instructors in the classrooms, primarily helping the handicapped students as well as the regular students, and to obtain a better understanding of the vocational material which the instructor presented.

PROGRAM CONSULTANT - The consultant was contracted to provide technical assistance to the program staff in developing and implementing an evaluation design.

The Resource Vocational Program consists of four major components:

1. CAREER AWARENESS
   - A) Career Exploration
   - B) Career Guidance
   - C) Vocational Evaluation

2. EMPLOYMENT SKILLS
   - A) Life Skills Training
   - B) Experience Work Options
   - C) Job Seeking Skills Training
   - D) Community Related Skills Training

3. VOCATIONAL TRAINING
   - A) Vocational Evaluation
   - B) Vocational Skills Training
   - C) Vocational Training Support Services

4. PLACEMENT
   - A) Job Placement
   - B) Follow-Up
   - C) Placement Support Services

A handicapped student enrolled in the program could expect to be provided with the necessary education, vocation and socialization skills to become a self-sufficient, income earning young adult, able to compete in the job market to the best of her/his abilities.

The program will address itself to insuring that the total vocational needs of these students is being fulfilled, as developed by the Council for Exceptional Children, 1978. That is, to ensure that:

> Vocational education shall be available as a discrete element on a continuum of career education experience provided for handicapped students to enable them to learn about and prepare for work; increase knowledge of occupation possibilities, the structure of the world of work, and job duties and requirements.
>
> Appropriate pre-vocational experience shall be provided to prepare each handicapped student for placement in vocational education.
>
> Every handicapped student shall have the opportunity to participate in a regular or special vocational program in order to develop job-specific skills.
>
> Vocational assessment shall be provided to determine the student's interests and vocational aptitudes in order to develop an appropriate individualized education program.
>
> Supportive services shall be provided as needed to maximize a handicapped student's potential for success in a regular or specially designed vocational education program.
>
> Work experience options shall be available to help handicapped students bridge the gap between the school program and the world of work.
>
> Vocational counseling and job placement and follow-up services shall be provided to assist the handicapped students in securing and maintaining jobs suitable to their abilities and interests.

The Resource Vocational Program is a laison between community based programs and handicapped youth. It ensures a successful transition from school - to the community, providing the skills that are necessary for success.

IDENTIFICATION OF CLIENTS SERVED

The Resource Vocational Program is designed to work with a distinct group of students who have already been defined as "handicapped" or requiring 'special needs'. For a definition of specific handicapping conditions, the reader is referred to Appendix "A".

The Program is not involved in determining eligibility into the Resource Program. The Resource Vocational Program worked with clients who were already identified and assessed by the Special Education Staff and placed in a Resource Room setting.

STUDENT CHARACTERISTICS

Due to a wide range of student handicaps in the Resource Rooms, students vary a great deal from each other in terms of their behaviors, thought processes, and academic abilities.

It should be stressed that every individual exhibits some maladaptive behaviors. Furthermore, many normal individuals temporarily exhibit a number of behaviors characteristic of individuals with learning problems. Maladaptive behavior, thought disorders, and academic deficits should be viewed as pathological only when they are demonstrated to a marked extent and over a period of time.

This does not mean that preventative action should be taken only after the individual has shown a severe and chronic learning difficulty. It does mean that the individual will not be considered to have a serious problem on the basis of an isolated incident or a temporary condition.

The following characteristics represent a composite of students typically found in the Resource program. For a detailed discussion of these characteristics, the reader is referred to Section "D" of the Appendix.

I. SOCIAL AND BEHAVIOR CHARACTERISTICS

A. Low self-concept
B. Disturbed relations with peers
C. Inappropriate relationship to teachers, parents and other authority figures
D. Other signs of behavior/emotional problems
E. Deficits in speech and language
F. Disordered temporal relationships

II. DISORDERS OF THINKING PROCESSES

A. Poor ability for abstract reasoning
B. Thinking Generally concrete
C. Difficulties in concept formation
D. Thinking frequently disorganized
E. Poor short term and long term memory
F. Thinking sometimes autistic

III. ACADEMIC DISABILITITES

A. Reading disabilities
B. Arithmetic disabilities
C. Spelling disabilities
D. Poor printing, writing, or drawing abilities
E. Variability in performance from day to day or even hour to hour
F. Poor ability to organize work
G. Slowness in finishing work
H. Frequent confusion about instructions, yet success with verbal tasks

REVIEW OF RELATED PROGRAMS

This section describes several related programs which are currently operating locally within the state of Utah and nationally throughout the country. A brief narrative is provided on each program which gives a general overview of the function of that program. This section, in no way, tries to evaluate one program over another. It's sole purpose is to describe the functions and operations of other programs across the board of similar nature.

The Resource Vocational Program has been comprised of a variety of components taken from these sample programs across the country, which we feel we have reached an optimal balance between other program attempts and matching the needs of the Salt Lake City School District:

1. DAVIS SCHOOL DISTRICT - Farmington, Utah

   This local school district has adopted material developed by Central Michigan University; specifically, Vocational Education/ Special Education Project (VESEP). The philosophy of the original project focused upon a close operative working relationship between Vocational and Special Education teachers. This comparative relationship creates the essential supportive instruction which impaired learners often need at the secondary level in order to be successful in Vocational Education Programs and eventually, in occupations of their choice.

   VESEP staff became aware of the Vocational teachers need to have more than a cooperative teaching agreement. It became evident that there were certain basic skills which were critical in performing a task. Teachers and employers in each area recognized the occupation need in relating these skills to specific entry level jobs.

   This VESEP section provides instructional and supportive staff with a system of surveying and developing these pre-vocational enabling skills in their students that will be more successful in the vocational training components of their educational program.

   This material is supplemented by the Career Related Instruction (CRI), pre-vocational modules, which are a comprehensive set of student oriented, individualized learning packets, designed to provide information on tools, technological skill operations and vocational concepts -- 34 occupations in ten major occupational cluster areas.

The modules are designed to provide eye visual and low reading level content, with continuous feedback through the procedure of questions and answers. The CRI package is not intended to be used for vocational skill development, but rather is exploratory pre-vocational orientation to the various occupations and occupational clusters.

2. PROVO SCHOOL DISTRICT - Provo, Utah

The Provo School District believes that the most effective learning takes place with the provision of realistic, practical experiences. Therefore, the Provo High School Resource Program includes a vital work-study program as a valuable vehicle for providing this realistic life-work experience. On graduation from Provo High School Resource Program, a student will have met the following goals in career education:

1. They will have a knowledge of the world of work.
2. They will have set realistic job goals.
3. They will be fully employed or will have specific plans towards full employment.

The Provo School District provides two direct services to help accomplish these goals. First, the Provo High Work Study Program, and second, the job preparation class.

The Provo High Work Study Program provides job training experience in a three-year sequential development approach. The in-school and community work experiences at the secondary level incorporates this through actual occupational experiences as a laboratory setting.

It has been proven beneficial for the school to provide well-structured on-the-job work experience prior to placing students in community work situations. These work experiences are as similar to an actual work situation as possible. This also provides an effective evaluation of the pupil in a controlled work environment which can be used for guidance and training. Community work-study compliments in-school work experience and provides the most practical kind of educational experience possible.

The Job Preparation Class concentrates primarily on students seeking vocational technical education which will prepare them for work in the world of paid employment. All students in the Resource Program at Provo High School are required to take this class sometime during their high school experience.

Accompanying this in-class preparation is the follow-through of the actual procurement and placement of students in a job. It's primary goal is to have all senior students, at the time of graduation, prepared, trained and occupying permanent employment in our community.

3. CAREER TRAINING CENTER - Bakersfield, California

The Career Training Center offers a complete delivery system of vocational education and training for handicapped, secondary and post-secondary students, from the metropolitan Bakersfield area.

The Career Training Center follows the principal of maintaining students in their own schools and academic areas while providing the special facility for training in specific job skills. The population served include EMR, EH, auditorally impaired, visually handicapped and orthopedically handicapped individuals. An adult program operates in the later afternoon/early evening. All students continue to be students in their regular school community. Work assignments in the community follow completion of the behavioral objectives of each vocational skill area.

4. TOTAL ED (Teacher Opportunity To Assure Learning in Educational Diversity) - Fullerton, California

TOTAL ED is a resource specialist program with four components: 1) staff development, 2) community involvement, 3) parent participation, and 4) instruction. It focuses on helping regular classroom teachers, both vocational and academic who acquire the skills and attitudes to serve handicapped students with the most appropriate educational program.

Community involvement focuses on creating an environment of understanding, to help with training and eventual employment of handicapped students. Parental involvement focuses on learning how parents can actively participate within the educational process and gain insight into their students capabilities.

5. WORK EXPERIENCE CURRICULUM ANSWERS A NEED (WE CAN) - Fullerton Union High School District, Fullerton, California

WE CAN is a process oriented project which will facilitate the development of a pre-employment training equipment to help equip handicapped students with the skills and attitudes necessary to become independent, productive members of society; followed by an appropriate, paid, on-the-job placement.

Exceptional students in WE CAN are intended to gain increased self-esteem which should lead to higher levels of productivity and a good self-concept. Educators, particularly work-experience coordinators, involved with the vocational programming for these students will gain the knowledge of skills and attitudes necessary to serve the handicapped effectively. Special educators will become involved with the pre-employment training curriculum for the exceptional students with related assessment components.

6. EDWARDSVILLE COMMUNITY UNIT DISTRICT #7 - Edwardsville, Illinois

In order to identify Special Needs students, Edwardsville has developed a comprehensive identification system which does not require the use of a computer. Once identified, students are provided with services within the mainstream of regular vocational program whenever possible. A curriculum revision process which involves the guidance of Vocational and Special Education departments also facilitates the mainstreaming of handicapped and disadvantaged students.

Processes and materials to assist special needs students have been developed by the staff through mini-grants. An in-service staff development program was implemented to supply the staff with knowledge and expertise needed to provide services and meet the special needs of students.

7. SAUK AREA CAREER CENTER (SACC) - Crestwood, Illinois

The SAUK Area Career Center has developed a special needs team to provide services to handicapped and disadvantaged students in the mainstreamed program.

The special needs team consists of three Special Education teachers who work cooperatively with the Vocational teachers at SACC. The focus of the services of SACC is the development and implementation of individualized instruction programs for each special needs student. This planning is a cooperative effort between the special needs team and the vocational teacher.

Vocational evaluation and career exploration activities are available to incoming students. Results of these evaluations are used to prepare the individualized program. A competency-based curriculum has been developed through in-service activities. Tests for special needs students have been designated and provide a base for the Special Needs teachers, to use in preparing individual objectives. Pre-employment training is a part of each vocational program's competency based curriculum.

8. PROJECT SKILL - Madison, Wisconsin

PROJECT SKILL was developed in response to a concern for expanding the employment opportunities for persons with disabilities. As growing attention focused on this population's virtually untapped man-power resource, professional rehabilitation personnel (as well as parents and the individuals themselves) became more vocal about the lack of transitional training and adjustment opportunities for persons with disabilities.

PROJECT SKILL was conceived and ordered to test the feasibility of one approach to providing employment for the population. The focus of attention was narrowed to persons either mildly mentally-retarded or restored emotionally-disturbed.

Job Development -- a key to the success of PROJECT SKILL, was the process by which permanent state, civil-service job openings were obtained. It involved persuading civil service hiring authorities to utilize the project as a source for filling some appropriate vacancies. The process of recruitment and intake was to provide employers with the trainees who could, with proper training and support, meet the minimum requirements of the job for which they were selected. The elements of the process were: 1)recruitment, 2) pre-screening, 3) civil service examination, and 4) final selection.

Training includes providing information, instruction and discussion sessions for the trainees, co-workers, supervisors, training directors, personnel managers, administrators, project staff and referral agency personnel.

The general conclusion is that particular schedules and relationships can be varied somewhat with individual situations. In all situations, however, the following seem to be a necessity:

a. understanding by all key persons of their responsibilities,
b. an effective communication system.

9. HANDICAPPED OUT-OF-SCHOOL YOUTH - St. Paul, Minnesota

The St. Paul Public School's Special Education Handicapped students model program is based on the out-of-school youth program -- a vocational oriented program serving 250 handicapped student dropouts in it's second year of operation. The model program consists of six components: 1) Education component

A. Basic Skills
B. Life-Survivial Skills

2) Name/school component
   A. Social Services
   B. Home/school communication laison
3) Vocational component
   A. Career Exploration
   B. Work Experience
4) Student Advocacy component
   A. Communitiy Agencies
   B. Court System
5) Outreach component
   A. Child Find
   B. Assessment
6) Project Outreach
   A. Discemination
   B. Replication

As a result of completing this program, a handicapped student will become an independent self-sufficient person.

The overall objective of this program is to maintain a model program to serve 250 out-of-school handicapped youth; 30% of who will be economically disadvantaged in St. Paul. And then, to replicate this model in five east-metro districts all within 35 miles of St. Paul. It is the intent of the program to provide a new approach to the delivery of service. The program will address itself to meeting the total needs of these students. That is, meeting their academic needs, meeting their health living skill needs, meeting their vocational needs, meeting their social and emotional needs, and meeting their community interaction needs.

SUMMARY OF INDEPENDENT INTERNAL EVALUATOR'S REPORT

In April of 1980, the Resource Vocational Program contracted with an individual to provide an independent evaluation of the program's operation. The resulting document can be found in its entirety in Appendix "C" of this report.

The following is a condensed view of the findings and recommendations of the internal evaluator:

PERSONNEL PARTICIPATION

Staff	Percent of Time	Total Hours
Program Coordinator	100.0%	1,696
Program Instructor (East High)	62.5%	1,000
Program Instructor (West High)	62.5%	1,000
Curriculum Developer	25.0%	400
TOTAL		4,096

STUDENT PARTICIPATION

The program served one-hundred and eleven (111) students with the average student spending 90 minutes per week in the program.

PREVOCATIONAL MODULES

The Curriculum Developer created eight (8) pre-vocational modules, each of which contained behavioral objectives, lesson plans, work sheets and quizzes to evaluate the student's performance. The need for this module unit was demonstrated by a pre-test in which five of the 23 students received a score of 80% or better. Only two (2) students completed the entire pre-test and received scores of 80% or better. Although there were some problems with the construction of the pre-test, it did appear that there was a definite need for training in this area.

VOCATIONAL INVENTORY BY STUDENTS

A self-report inventory was developed to obtain information about the student's achievement in regular vocational classes in the high school. Out of the 111 students served by the

Resource Vocational Program, 31 students completed the vocational inventory and reported on 44 vocational classes, with most grades in the 'C' and 'D' range. The instrument is useful in evaluating each student's interest as well as his or her success in vocational classes. If it were to be given earlier in the year, it could also help to determine areas of difficulty in Vocational Education classes for each student.

VOCATIONAL INVENTORY BY TEACHERS

After the student questionnaire was developed, a questionnaire for Vocational Education teachers was created to check some of the student's answers. In general, the teacher inventories indicated that the students were not performing as well as they thought they were, but still experienced a fair amount of success in the vocational classes. This inventory administered to Vocational Education teachers could prove quite helpful in monitoring the performance of Resource Room students in specific classes.

SELF-CONCEPT INVENTORY

The Coopersmith Self-Concept Inventory was administered to Resource Room students at both schools in October. In May, the inventory was again administered to students at East High School. Any student who had taken the inventory in October and who was still in the program was re-tested. Students at East High had a mean score on the pre-test of 62.89, while the standard deviation was 19.95. On the post-test, the mean for the East High School students had increased to 69.56, while the standard deviation had decreased to 14.69.

In general, these results indicated that the Resource Vocational Program students did not have a large deficit on the self-esteem scale prior to the program. There was a significant increase in the students' general self-esteem, which would appear to be a valuable improvement.

INFORMAL OBSERVATIONS

Interviews with Resource Room teachers from each high school, and an information evaluation written by the Program Instructor at West, indicated several strengths and weaknesses in the program:

1. There was no structured curriculum ready for the beginning of the school year.

2. The definition of "survival skills" and the part it should play in the program was not well defined.

3. Problems in scheduling students to attend Resource Vocational program sessions.

4. Job descriptions were not available at the beginning of the year.

5. Development and maintenance of community contacts.

6. Modification of Vocational Education curriculum.

7. Support services to Vocational Education staff.

RECOMMENDATIONS

1. Written job description for all staff members should be developed and distributed at the beginning of the school year.

2. A structured and aligned curriculum should be developed with specific evaluation techniques to be used throughout the year.

3. Development of a four-year program.

4. Journals kept by program staff for documenting the operation of the program.

5. Update data collection procedures.

6. Redefine evaluation testing procedures.

7. Strengthen, encourage and help facilitate new contracts between Vocational Education teachers and Special Education staff.

8. Build and reinforce community contacts.

9. Develop a more elaborate and efficient record-keeping system.

The Independent Internal Evaluator's Report is presented in it's entirety in Section "C" of the Appendix.

PROGRAM ACCOMPLISHMENTS

The Resource Vocational Program in it's first year of operation experienced many successes and a variety of failures. It is just as important to know our successes as well as our failures, for it is only with this information that we can adequately plan and modify the existing program to better meet the needs of the target population.

Starting with the best practices on paper and noting the actual difficulties encountered, we were able to develop a very solid background of what would and would not work. We were better able to define the scope and nature which the program should take, and we reflected this first year's experience into the programming of next year's program. Our major findings and accomplishments during the first operational year of the program included the following:

1) DIRECT INVOLVEMENT OF SPECIAL EDUCATION STAFF

Initially, it was conceived that the Resource Vocational Program would act as a support program to the Resource Room staff at each school. That is, it would be supportive, but somewhat independent from the Special Education Department.

The two locations which housed the program were diverse and had unique interests. Therefore, to adequately staff those two programs required a combination of different approaches at each school. Consequently, some difficulty was experienced in trying to maintain a degree of continuity between schools. It became very evident midway through the year that the Resource Room teachers needed to be an integral part of the team, providing vocational and career development services to handicapped students.

2) IN-SERVICE NEED FOR VOCATIONAL EDUCATORS

Vocational Educators realized when a student was having difficulty in their class. However, they were generally unaware of students who possessed 'invisible handicaps'. When the nature of a student's handicap was brought to their attention the majority of vocational educators wanted to do something

to assist and help these students, but were unsure of what their role should be. This illustrated the need for in-service; and developing a system of support services in which the relationship between Special Education personnel and Vocational Education personnel could be strengthened in a cooperative effort. Moving Special Education staff closer to Vocational classrooms could facilitate this interaction in terms of proximity.

3) MULTI-LEVEL -- MULTI-SENSORY CURRICULUM

Students in the program represented a vast range of ability levels. This necessitated locating combinations of material on the same subject which allowed a student who functioned far below grade level to learn a concept, and to have materials which would still challenge an individual who was functioning above grade level on the same concept.

The search for curriculum lead to developing a curriculum library and list of a variety of materials which were available throughout the country dealing with employability skills.

4) SUPPORT PERSONNEL TO VOCATION EDUCATION PROGRAMS

The program provided a tutor for the Electronic Assembly Class at East High School. The tutor was primarily concerned with assisting handicapped students within the class. However, interactions with other students did occur, as not to promote segregation and limit attempts to effectively mainstream handicapped students.

5) MODIFICATION OF VOCATIONAL CURRICULUM

The program worked extensively with the instructor in the Electronics Assembly Class, providing assistance in the development of a 25-unit course which, when completed, will provide entry-level skills. In addition, the program staff met on a variety of occasions with the Vocational Instructor and demonstrated additional techniques which can be utilized on the modification of curriculum and make it more applicable to a student with low skills.

It is significant that the program staff work with the vocational educator to adapt or modify his/her course for handicapped students rather than inject curriculum material upon the vocational educator. This allows the vocational educator to be responsible for the scope and content of his/her course and builds a bridge between Vocational Education and Special Education personnel.

6) DEVELOPMENT OF COMMUNITY LINKAGES

Another major accomplishment in this first year was the development of the variety of linkages throughout the community. The linkages were developed with the following agencies:

A. SALT LAKE CITY SCHOOL DISTRICT - District personnel have been extremely supportive and cooperative in providing assistance and leadership in developing, assessing and coordinating appropriate vocational strategies for serving marginal handicapped students found in high school resource programs.

B. BICEPS - works with 1,050 firms throughout the Salt Lake Valley who provide a variety of career experience options for students. We use BICEPS to provide shadowing experiences, volunteer work internships, and work-study placements in almost any career area students may want to explore.

C. UTAH TECHNICAL COLLEGE AT SALT LAKE - PROJECT COOPERATION - provides additional opportunties for selected students in specific vocational training areas (clerical, carpentry, nurse's assistant, painting, brick masonry, graphics, linoleum laying, warehousing and auto mechanics). They also provide career guidance and job skill development.

D. JOB SERVICE - coordinates and qualifies students for a variety of youth employment programs, provides aptitude testing, conducts a regional analysis of job market trends, and maintains updated listings on jobs currently available. This is an excellent resource for matching a specific job to a student's vocational goal.

E. CETA - is utilized to provide students with a variety of placement and training options available through a number of programs. The employment and training administration funds, of which we have used most frequently, is the Summer Youth Program.

(continued)

F. UNIVERSITY OF UTAH - allows us to offer practicums and internships to assist in bridging the gap between theoretical knowledge and experiential knowledge, which allows students to gain practical skills and allows us to do things we normally would be unable to do.

G. DIVISION OF VOCATIONAL REHABILITAITON - provides additional services for eligible individuals which include: Counseling and guidance, health or restoration services, training, transportation allowances, job placement and post-employment services.

This is also a very important linkage in that it allows us to bridge the gap and act as a laison between the school and applicable community programs which would be of greater benefit to the student himself.

FUTURE PERSPECTIVE

Two major changes took place in May that will undoubtely facilitate the functioning of the program for the next school year. At the conclusion of the school year in June of 1980, representatives from each high school Resource Program received an invitation to participate in a two-week workshop at the District Office. The goal of this workshop was to re-define the High School Resource Program.

At this time, the vocational component was also discussed, developed and expanded to become fully integrated into the teaching strategies planned by the Resource Staff for the 1980-81 school year. The Resource Vocational Program moved out of East High School and relocated to office space in Hawthorne Elementary School. The title was changed to SPECIAL VOCATIONAL SERVICES PROJECT, and service was explanded to include all four high schools in the Salt Lake City School District. The resulting document is contained in its entirety in the Appendix of this report. The reader is referred to Appendix "B" for an in-depth look at the structure and changes of the program for the next operation year.

The second major change occurred with the program now operating out of the Columbus Community Center instead of the Special Education Department of the Salt Lake City School District. This is a logical change in that Columbus has been a fore-runner in providing vocational and career development services to a lower functioning population. This will be a tremendous resource, providing additional support and direction in the development and maintenance of the program. This is also an invaluable merger in terms of the community contacts which the Columbus Community Center has already established and maintained.

APPENDIX "A"

DEFINITIONS OF HANDICAPPING CONDITIONS

DEFINITIONS OF HANDICAPPING CONDITIONS

The following definitions of handicapping conditions are taken from the "Rules and Regulations for Programs for the Handicapped", adopted by the Utah State Board of Education as revised December 15, 1978. Special Needs definition is taken from the "Special Education Policies and Procedures Manual", Salt Lake City School District, revised August, 1979.

BEHAVIORALLY HANDICAPPED

An individual whose behavior and/or emotional condition, as determined by an appropriately constituted study team, is such that he or she cannot be adequately or safely educated in a regular class of the public schools, without the provision of Special Education services.

COMMUNICATION DISORDERS

A disorder in one or in a combination of modes of communication; listening, thinking and speaking. The speech, hearing and/or language disorder may be severe to profound, and may involve a disorder of spoken speech, expressive or receptive language or receptive or integrative audition.

The speech/hearing/language disorder may affect the individual's communication to such a degree that it detracts from acceptable normal speech and language, calls undesirable attention to itself, or impedes educational performance.

HEARING IMPAIRED (DEAF)

A hearing impairment so severe that the individual is limited in processing linguistic information through hearing which can adversely affect educational performance.

HEARING IMPAIRED (HARD OF HEARING)

Hearing impaired includes conductive or sensorineural loss or a combination thereof, whether permanent or fluctuating, which adversely affects an individual's education performance, but which is not included under the category of "deaf".

PHYSICALLY HANDICAPPED

Those individuals who are crippled and have orthopedic conditions, motor impairments or physical health conditions, congenital or acquired, or chronic health problems.

SPECIAL NEEDS

Pupils who cannot be classified as handicapped, but who do have unique needs which require special support services.

SPECIFIC LEARNING DISABILITIES

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifiest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.

This term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. This term does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance or environmental, cultural or economic disadvantages.

VISUALLY IMPAIRED (BLIND OR PARTIALLY SEEING)

Visual handicaps of such degrees that they are prevented from achieving success in the least restrictive environment without specialized instruction. The range of handicap varies from total blindness to mildly, partially sighted.

Program interventions may necessitate a self-contained class for the blind or visually handicapped, services of an itinerant or resource teacher to help the person to succeed in assignments of the regular classroom, or the residential school for the blind.

A P P E N D I X "B"

SPECIAL VOCATIONAL SERVICES PROJECT

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INTRODUCTION

The Special Vocational Service Project is a vocational support system which will provide vocational services to high school special educational programs within the Salt Lake City School District. The service is a result of Public Law 94-142 and the Education for all Handicapped Children Act of 1975. The program facilitates each high school's special educational program to provide vocational and career development for mild to moderately disabled students (9th through 12th grades). The program consists of five components:

1. Assessment
   a. Employability Assessment Profile
   b. Social & Employment Skill Level
   c. Degree of Career or Vocational Development
   d. Entry Level Vocational Skills Present

2. Social & Pre-Employment Skills
   a. Life Skills Training
   b. Experiencial Work Options
   c. Job Seeking Skills Training
   d. Community Related Skills Training

3. Career Awareness
   a. Career Exploration
   b. Career Guidance
   c. Vocational Evaluation

4. Vocational Training
   a. Vocational Training Skills (within the school)
   b. Community Training Programs
   c. Vocational Training Support Service
   d. On-The-Job Training Programs

5. Placement
   a. Job Placement
   b. Follow-Up
   c. Placement Support Services

A disabled student enrolled within the program can expect to be provided with an appropriate educational, vocational and the necessary social skills to become a self-sufficient, income earning young adult, able to compete in the job market to the best of his/her abilities.

The program will address itself to meeting the total vocational needs of the students by following the guidelines developed by the Council for Exceptional Children, that is, to ensure:

> Vocational education shall be available as a discrete element on a continuum of career education experiences provided for handicapped students to enable them to learn about and prepare for work; increase knowledge of occupation possibilities, the structure of the world of work, and job duties and requirements.
>
> Appropriate pre-vocational experiences shall be provided to prepare each handicapped student for placement in vocational education.
>
> Every handicapped student shall have the opportunity to participate in a regular or special vocational program in order to develop job-specific skills.
>
> Vocational assessment shall be provided to determine the student's interests and vocational aptitudes in order to develop an appropriate individualized educational program.
>
> Supportive services shall be provided as needed to maximize a handicapped student's potential for success in a regular or specially designed vocational education program.
>
> Work experience options shall be available to help handicapped students bridge the gap between the school program and the world of work.
>
> Vocational counseling and job placement and follow-up services shall be provided to assist handicapped students in securing and maintaining jobs suitable to their abilities and interest. (Council for Exceptional Children)

The Special Vocational Services Project is to act as a liaison between the community based programs, educational facilities and handicapped youth, ensuring a successful transition from school, to the community, to provide the skills to succeed.

PURPOSE STATEMENT

The purpose of the Special Vocational Service Project is to provide employability development services, in the least restrictive environment, to a group of mild to moderately handicapped youth in order to assist them in becoming socially independent, vocationally skilled, and to obtain an earned income at a job the client has found personally satisfying.

PROGRAM GOAL STATEMENTS

ASSESSMENT GOAL:

To assess the student's vocational competencies in order to better facilitate the individuals educational and vocational needs and to provide an appropriate educational,/vocational skills learning environment and supportive services.

SOCIAL AND EMPLOYMENT SKILLS GOAL:

To provide instruction in life skills, job skills and community development skills to a population of mild to moderately handicapped youth, which will assist them in obtaining and maintaining appropriate employment and independence.

CAREER AWARENESS GOALS:

To provide vocational evaluation and exploration services to a population of mild to moderate handicapped youth in order to assist them in knowing where their interests, aptitudes and abilities lie, and exploring a variety of career occupations.

VOCATIONAL TRAINING GOAL:

To provide appropriate vocational training opportunities to a population of mild to moderate handicapped youth which will enable them to acquire the vocational skills necessary to perform entry-level work.

PLACEMENT GOAL:

To provide job placement, support services, and follow-up to a population of mild to moderate handicapped youth who have acquired the necessary skills and maturity to perform entry level work.

ASSESSMENT

1. Collect background data (to supplement existing records)

   A. Employability assessment profile.

2. Assess students to determine:

   A. Social and employment skill level.

   B. Degree of career or vocational development.

   C. Entry level vocational skills.

3. Recommendations for a program plan is developed by the Evaluation and Placement Team.

4. IEP is held, recommendations are outlined and the program plan is implemented.

ASSESSMENT PHASE

The assessment phase should be conducted when a student enters the program and reviewed on an annual basis in conjunction with the IEP. When a student enters the program, the Special Vocational Services Coordinator will administer a program for assessing youth employment skills. Hence, with the assistance from the resource room teacher, an employability assessment profile will be completed and modified to include resource and educational data.

Annually the Special Vocational Services Coordinator or representative and the resource teacher will review and update the students Individual Career Plan (ICP) which will become an important vocational component of the Individualized Education Plan (IEP). As with the IEP, the ICP and any information contained in the student's employability assessment profile will be reviewed and updated to ensure that appropriate planning and services occur. Individualized Career Plans will be conducted in the fall on every student receiving special vocational services or wishing to receive special vocational services. In addition, an Individual Career Plan will be completed on students coming from the junior high schools and entering high school the spring prior to their entrance.

SOCIAL AND PRE-EMPLOYMENT SKILLS

1. Pre-test to determine entry level.
2. Core curriculum is presented, some units include:
   a. Job seeking skills
   b. Expectations in the world of work
   c. Evaluation of work habits
   d. Communication skills
   e. Goal setting and problem solving
   f. How to change jobs
3. Indepth practical post testing: an observation of the practical application of the learned material.
4. Critique of student performance and recommendations for:
   a. Additional training
   b. Advancement to next phase

SOCIAL AND PRE-EMPLOYMENT SKILLS PHASE

The social and pre-employment skills phase will consist of pre-testing to determine entry level skills, implementation of pre-vocational skills curriculum, implementation of employment skills curriculum, indepth practical post testing and recommendations for the student's further program development. The pre-test portion of this phase will be the implementation of pre-tests which are provided in the curriculum material. This material can be presented as a comprehensive examination or administered in short unit tests to help determine the student's competency level with relationship to the curriculum material. When the student's vocational competencies are determined or the student isn't able to adequately complete the pre-test materials, it is not necessary to continue. The teacher should use his/her own discretion and enter the student into the program according to his/her vocational needs.

The curriculum area of the social and pre-employment skills portion of the program consists of pre-vocational skills and employment skills. The curriculum will be task analyzed and the material will be scoped and sequenced to facilitate individualized instruction. After the student completes the pre-test and the skill level is identified, the student can be placed in the program at an appropriate level to facilitate his/her specific learning needs. At present, the curriculum material will be developed and provided by the Special Vocational Services Coordinator and will consist of components from the following:

- Pre-Employment Skills Program
- Pre-Vocational Training Material
- The Care Kit (Combining Activities with Real Experiences)
- Pre-Vocational Entry-Skills Material
- Career Education
- WECEP Guide

Implementation and scheduling of the curriculum material will be left up to the discretion of the resource teacher.

The indepth practical post test portion which consists of two phases will emphasize the re-implementation of the pre-tests which are provided in the curriculum material and an indepth practical post test.

The first phase or re-implementation of the pre-test material provided in the curriculum material will be given upon completion of the specific unit of instruction. In addition, several of these tests will be combined at the end of the term and given to the student to determine the long term retention of the material learned. The student competencies learned, as indicated by post testing during the social and pre-employment skills section of the program, will need to be applied by the student during completion of the rest of the program. This will eliminate any discrepencies which may occur during testing (Hawthorne effect, teacher influence, short term memory problems); In addition, it will facilitate long term retention and comprehensive application of the learned material.

The second phase of post testing will consist of an indepth practical post test. This indepth practical post test will be an observation of the practical application of the learned material. Implementation of the indepth post test will be completed by the Special Vocational Services Coordinator. The observation and summary of the student's performance will be evaluated by a team consisting of the student, resource teacher and the Special Vocational Coordinator.

The recommendation portion pertains to the determination of the student's further performance in the program. After the student's performance is evaluated, the team will then determine whether the student requires additional training in social and pre-employment skills or whether the student is to advance to the next phase. In addition, the team may wish to grant the student a probationary advancement to another level of training after evaluating the student's specific learning needs.

CAREER AWARENESS

1. Individualized career assessment battery:
    a. Interests
    b. Aptitudes
    c. Vocational needs and preferences
2. Core career education curriculum:
    a. Basic core units:
        1. People having different life styles
        2. Why work anyway
        3. Occupational safety
        4. Jobs are no longer male or female
        5. How to investigate careers
    b. Career clusters:
        1. Field trips
        2. Job analysis (students)
        3. Guest speakers
    c. Job exploration experiences:
        1. Voluntary work stations:
            a. In room
            b. In school
            c. In the community
        2. Shadowing - Internships
        3. Experienced based career education together
        4. Work experience:
            a. Regular (.25 per term)
            b. Career (.50 per term)
3. Arrange for an indepth vocational assessment for students who need additional testing.
4. Critique of students performance and recommendations for:
    a. Additional training
    b. Advancement to next phase

CAREER AWARENESS PHASE

The primary goal of this phase is to provide career exploration and awareness. This phase is divided up into the following areas:

- Career awareness, exploration, and decision making experiences to examine careers, career clusters or specific jobs
- Training in general, work skills and "hands-on" activities which are representative of as many occupational areas in vocational education as are possible
- Experiences to develop appropriate work attitudes and behaviors
- Experiences to develop appropriate personal social behaviors

Step one consists of assessing each student's vocational interests and aptitudes. This will be completed by individualized, appropriate inventory check lists, survey instruments and aptitude testing. These instruments will provide realistic feedback which will facilitate the student's investigation of possible career choices.

Step two is the career education curriculum. The basic or core career education curriculum consists of exploring career clusters. In addition, written material such as a check list or rating scale and a brief narrative will be required by the student which will indicate the student's competency and knowledge of the material studied. Outlines for this learning exercise will be developed by the Special Vocational Services Project personnel. This material will provide the student with exposure to various careers during this phase of the program. This material will be made available to the four Salt Lake City District High School Resource Programs and it will teach relationships between the individual and society. Examples of some of the topics are as follows:

- People having different life styles
- Why work anyway
- Job sources
- Employer expectations
- Occupational safety
- Jobs are no longer male or female
- How to investigate careers

The core curriculum material will require other supplementary materials to complete the career awareness phase of the program. These supplementary materials will need to be provided by the resource teacher and the school career educational coordinator. The basic core curriculum will require approximately one semester for completion. If further instruction is necessary to facilitate the specific learning needs of an individual, this curriculum area can be extended to meet those needs. The resource teacher will be provided with a catalog of materials from the high school career education program to facilitate and supplement the basic career awareness core curriculum. Also, built into the career curriculum is job analysis. It will provide the student with the necessary skills needed for an indepth look at any specific occupational area. (Example Pg.1)

The third step is job exploration experiences which consists of a variety of options made available to the student. The first option consists of voluntary work stations which include 1) work within the resource room, 2) work within the school and 3) work within the community. This will provide the student with experiences related to job behavior and employer expectations.

The second option includes shadowing and practical work internships which should provide the student with insight into a variety of occupational skills required for the specific career. In addition, Experienced Based Career Education, provides a limited number of students with additional and intensive career preparation. This contingency contracted learning based on the occupational experience which the student has chosen. The Vocational Educational Program will act as a referral agency to the Experienced Based Educational Program.

The fourth option, Work Experiences, is a program that allows the student to obtain school credit for work experiences, internships, part-time jobs, training programs and volunteer work experiences. School credit will depend on the quantity of student involvement in the work program.

VOCATIONAL TRAINING

1. Agreement on student's career goal and training plan.

2. Provide training options to student in career goal:

    a. Regular vocational education

    b. Adapted vocational education

    c. Special vocational education

    d. Vocational training within the community:

        1. Community training programs
        2. On-the-job training
        3. Cooperative training sites
        4. E.B.C.E.T.

3. Support services

    a. Provided for:

        1. Students, parents, vocational education instructors, cooperative employers and community based training programs.

    b. Support options include:

        1. Modification of schedules, programs and facilities where needed.
        2. Adaptation of devices and other equipment.
        3. Ensure that education (academic) credit is given for all vocational education programs.
        4. Provision of necessary auxiliary aide and services.
        5. Transportation is accessible and available.
        6. Provide situational vocational counseling and guidance.

4. Critique of students performance and recommendations for:

    a. Additional training

    b. Advancement to next phase

VOCATIONAL TRAINING PHASE

The Vocational Training Phase deals with actual skill training and provides supportive services to enhance the benefits that a student may obtain from participation in a training program. Vocational training can be provided in several different ways:

Regular Vocational Education

These programs must be available to all handicapped students who can benefit from regular class placement and who do not require additional assistance. It is important that a close working relationship be established and maintained between vocational educational staff and the special educational staff.

Adapted Vocational Education

Regular vocational programs are altered to accommodate special education eligible students. Special materials, instructional aids and assistance from a special education teacher consultant are examples of program adaptation.

Special Vocational Education

Designed for students who have impairments so severe as to preclude success in a regular adapted vocational program.

Individual Vocational Training within the Community

Vocational education program is tailored to meet the individual needs of each student. The program may be offered in a wide variety of settings which include: Work Study, On-The-Job Training, Cooperative Vocational Education, and additional training options available within the community. In addition, in-service training to vocational education teachers and administrators will be provided. A listing of identified and developed training sites will be made available, and public relations to inform the community about the program will be incorporated.

This training should be individualized to support the students career goal and be provided in the least restrictive environment. All training options should enable students to acquire the vocational skills necessary to perform entry level work.

The program shall also provide supportive services to the student, vocational education instructors, cooperative employers and community training programs. Support options include:

- Modification of schedules, programs and facilities where needed
- Adaptation of devices and other equipment
- Ensure that education (academic) credit is given for all vocational educational programs
- Provision of necessary auxiliary aides and services
- Transportation is accessible and available
- Provide situational vocational counseling and guidance

PLACEMENT AND FOLLOW-UP

The project will assist students who have obtained entry-level skills in securing actual job placement in the student's specific area of training. This will be accomplished by a cooperative effort among employment personnel (RVP representative, career center coordinators, Job Service, Parents, ect...).

Once the student has been placed in the competitive labor market two things occur: First, supportive services are available to the student/parents and the employer. The project will be "on-call" to intervene in any situation which is causing a problem for the student, his/her parents, and/or the employer. The second phase includes a follow-up on the students employment performance. The student, his parents and the employer will be contacted on a regular basis to ensure that the placement is of a benefit to everyone involved.

A student will be terminated from the project after successful completion of one year in the competitive labor market, or at age 21, whichever comes first.

PLACEMENT AND FOLLOW-UP

1. Agreement that student is ready and has obtained the necessary skills to be placed in the competitive labor market.

2. Job placement in the students specific area of training. This will be accomplished by a cooperative effort among a variety of employment personnel:

    a. Special vocational services project staff

    b. Career center coordinators

    c. Job service

    d. Parents

    e. E.B.C.E.T.

3. Support services:

    a. The project will be "on-call" to intervene in any situation which is causing a problem for the student, his/her parents, and/or the employer.

    b. Follow-up:

        1. Frequent evaluation of the student's employment performance.

        2. Recommendation for additional training to correct any lack of competencies.

4. Termination:

    a. Successful completion of one year in the competitive labor market

ROLES AND RESPONSIBILITIES

One Resource Room teacher at each high school will need to take the responsibility of teaching the Social and Pre-Employment Curriculum and the Career Awareness Curriculum throughout the school year. This means seeing some students twice. Once in a regular resource and again for vocational training. It could also mean just seeing a student for vocational training. Student enrollment is voluntary, but should be highly encouraged.

It is believed that the primary effort should be with the ninth (9th) graders, to that an early intervention can take place. As for 10th, 11th, and 12th graders, they should be worked into the program as their needs and teacher demands dictate.

Ideally, the four major components of the program will occur within the student's high school experience. For example:

Social and Pre-Employment Skills	- 9th grade
Career Awareness Skills	- 10th grade
Vocational Training	- 11th grade
Placement	- 12th grade

The Resource Room teacher who assumes the role of teaching the vocational curriculum is jointly responsible, along with the Special Vocational Services Project staff, in representing an ICP (Individual Career Plan) for the student in the IEP (Individual Educational Program) meeting. The Resource Room teacher should inform the Special Vocational Services Project staff on such meetings and request any additional community involvement or referral for community services.

It is the sole purpose of this program to act as a liason between community agencies, Special Education staff and Vocational Education staff to help facilitate and coordinate efforts, so that everyone reaches the same common goal...that of providing services which allow a student to maximize his/her full potential.

A P P E N D I X "C"

INDEPENDENT INTERNAL EVALUATOR'S REPORT

INDEPENDENT INTERNAL EVALUATOR'S REPORT

OF

THE RESOURCE VOCATIONAL PROGRAM

SALT LAKE CITY SCHOOL DISTRICT

June 1980

Janice Gygi

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PROGRAM DESCRIPTION

During the 1979-80 school year the Resource Vocational Program (RVP) served ninth- through twelfth-grade handicapped students in the Salt Lake City School District. The total program functioned at East and West High Schools with some employment services offered at Highland and South High Schools. The purpose statement was included in the written description of the program.

> The purpose of the Resource Vocational Program is to provide employability development services, in the least restrictive environment, to a group of mildly to moderately handicapped youth in order to assist each student to become socially independent and vocationally skilled and to obtain an earned income at a job the client has found personally satisfying.

The program description included program goals for mildly to moderately handicapped students.

Career Awareness Goal:

> To provide vocational evaluation and exploration services in order to assist the students in knowing where their interests, aptitudes and abilities lie, and in exploring a variety of career options.

Employment Skills Goal:

> To provide instruction in life skills, job skills, and community skills which will assist the students in obtaining and maintaining appropriate employment and independence.

Vocational Training Goal:

> To provide appropriate vocational training opportunities which will enable the students to acquire the vocational skills necessary to perform entry-level work.

Placement Goal:

> To provide job placement, support services, and follow-up after the students have acquired the necessary skills and maturity to perform entry-level work.

Three staff members were employed for the RVP in addition to the regular resource teachers and aides. The coordinator of the program spent 20 to 25 percent of his time with the students and the remainder of his time in planning and overseeing the program. In addition, each school had a program instructor who worked with the students in the classroom to meet the goals of the program. In addition there was a part-time clerical staff.

The programs at the two schools differed in several ways. The general organization of the resource program was not the same. At East High School the two resource teachers taught together in one room with two part-time aides. At West High School each of the two resource teachers had an individual room and a part-time aide. Each program instructor for the RVP worked with the resource teachers in the situation that was employed at the particular school. The regular class schedules for the two schools were not the same and vocational programs differed considerably in the two situations. In addition, the students in the two programs appear to have had some differences. The program instructor from West High School visited the program at East and commented that the students at East seemed to be less mature and had more learning disabilities while those at West were more socially mature and had more behavior disorders. While this is an informal assessment and may not be accurate, it does indicate that the two groups of students may have different abilities and different needs making it difficult to compare the two schools.

There have been several problems in evaluating the RVP program. The original program plans called for the evaluation to be completed at East High School and much of the data for evaluation was collected there.

Some interesting informal evaluation which was collected at West High School will be included. As it was a new program, changes were made throughout the year. Not all the evaluation material initially planned was collected and some new evaluations were added. There were relatively few records of individual student achievement available at East High School.

One of the major problems was that in April both of the program instructors resigned their positions in favor of higher paying jobs. While they were replaced, the new instructors did not have time to become well enough acquainted with the program to help evaluate it and the previous instructors were no longer available for interviews. This made it difficult to obtain and evaluate the work of individual students. The first program instructors kept daily journals. Only the journal from West High was available for inspection but it was very helpful in identifying ongoing strengths and weaknesses of the program.

The following information was used in evaluating the program:

Statistics on personnel participation collected by the program coordinator

Statistics on student employment services collected by the program coordinator

Individual testing on prevocational modules taught throughout the year at East High School

Questionnaire on vocational education participation completed by RVP students at both high schools

Questionnaire on vocational education participation completed by vocational education teachers at East High School

Pretesting and posttesting on the Coopersmith Self-Concept Inventory at East High School

Informal evaluation of the program by the West High School program instructor

Daily journal written by the West High School program instructor

Interviews with resource teachers at both schools

Personnel Participation

RVP personnel reported a total of 4,096 hours spent on the program during the 1979-80 school year. The program coordinator spent 1,696 hours with 20 to 25 percent of his time spent with the students, on a one-to-one basis or in the classroom, and the remainder of the time spent locating curriculum, making community contacts, and planning the program. The program instructors each spent 1,000 hours on the program, including time in the classroom with the students and planning time. The program instructor at East High School devoted another 400 hours to developing curricula for the program.

Student Participation

A total of 111 students received services with the average student spending 90 minutes per week in the program. Prevocational training was provided to 58 students at East High School and 53 at West High School. Additional vocational guidance and counseling was provided to 28 East High resource students and 24 West High resource students.

Eighteen students participated in "out-of-school" career exploration at both schools while fourteen students were referred to the Division of Rehabilitation Services. The RVP program coordinator also coordinated the Summer Youth Program through CETA. There were 27 students involved in this program, two at East High, ten at South, five at Highland, and ten at West. In addition, contacts were made with agencies which could provide services for the students throughout the county.

Prevocational Modules

Because most of the students lacked basic survival skills, a series of lessons on such skills was developed. These eight units included reference materials, newspaper, telephone directory and uses, money management, map reading, social security, insurance, and income tax. Each unit contained behavioral objectives, lesson plans, work sheets, and quizzes to evaluate the students' progress. A total of 100 points was possible for each unit. A comprehensive pretest was designed to cover all of the eight units. A check sheet was included for each student's folder to insure that the student completed each unit satisfactorily.

The folders of 27 students in the RVP program at East High School were examined. Apparently the units were presented as outlined. However, some of the worksheets and quizzes were not available for evaluation. Four worksheets or unit quizzes were found in at least some of the folders and most of the students had taken at least part of the pretest. In addition, several subjective assignments, such as writing a letter for a job interview, were in the folders. There were several problems in evaluating these materials. While some of the quizzes had number scores on them, it was not always obvious how many points were possible. In most cases the pretests had neither been scored nor graded. It was not obvious what questions or how many questions would have to be passed in order for the student to skip the unit. It should be noted that there were plans for a comprehensive test at the end of the units but it does not appear that the pretest was used in this manner. Not all of the students completed all of the questions. It appears that the students worked on different sections. In order to try to compensate for this

disparity on pretest performance, percentage scores were computed, including only the number of items through the last question that the student had completed. No effort was made to evaluate the subjectively-scored assignments.

The pretest included 67 questions, covering all eight units. There appears to have been approximately 99 points possible. The pretest was included in the folders of 23 of the students although only 11 students had attempted the entire examination. Grading the tests on a percentage basis, five of the 23 students received a score of 80% or better. Only two students who attempted the entire test received scores of 80% or better. The number of questions attempted ranged from 10 to 67 and scores ranged from 30% to 87%. Assuming that all of these were administered as pretests, this appears to be evidence of the need for such survival skill training. If only 2 out of 23 students were able to meet a criterion of 80% on the pretest, there was a need for the training.

There were some problems with the pretest. It should be possible to use such a test as both a pretest and a posttest, measuring the students' gains resulting from the training. The pretest is quite long and better results might have been obtained by administering several short evaluations, perhaps at the beginning and end of each unit, rather than one long one. In addition, the students skipped or ignored many of the questions. It is possible that they had difficulty reading the questions and/or writing the answers. On one of the tests, the teacher obviously began to write the answers after the first page as the student's answers were completely illegible. This student answered more questions than most other students, once the reading and writing elements were eliminated. It is important that the student's actual knowledge be

measured so that a unit which the student has already mastered is not presented to the student.

Some of the questions appeared to be more sophisticated than "basic survival skills." "How do newspapers receive the money they need to operate?" does not seem to have much survival value. Other questions did not deal with actual behaviors which the student will need to survive. For example, "What is the difference between a phone book and a history book? seems to tap a skill that the student will seldom need to use and an incorrect answer certainly does not mean that the student would try to find a phone number in a history book. The evaluation could be rewritten to reflect actual survival behaviors of the student rather than skill at academic exercises. The questions which were more practical seemed to be answered most often. One question presented a newspaper want ad and then asked the student to answer several questions such as "How much money do they want?" Most of the students could deal with this question.

Other questions had ambiguous answers. One multiple choice question had four choices and the correct answer was (d), all of the above. This type of question is quite difficult for resource students to evaluate. Other questions were purposely ambiguous to see what type of answer the student would give. This may be helpful in planning the survival units but such questions should not be used to evaluate the student's mastery of the subject matter. Other questions such as "What section of the newspaper do you like reading the most?" also are useful for planning but should not be used for placement in a program.

The first mastery quiz available was about references. The total possible score for this appears to be 30 points on the quiz plus 10

points from a previous worksheet. These quizzes were available in the folders of 19 students. Criterion for passing each quiz appears to have been 80% accuracy. On this quiz, 17 of the 19 students reached the 80% criterion level while five students received 100% scores. The other two students received scores of 70% and 75% which may have been adequate for those particular students. This unit appears to have been successfully completed by at least 17 students.

Two worksheets were available from the newspaper unit. The first was worth 10 points and nine students completed it. Of these, seven obtained scores of 100% while the remaining two had scores of 60%. Thirteen students completed the second worksheet with eight students reaching the criterion of 80%. The other five students scored from 36% to 71%. Again, at least seven or eight students gained some proficiency in this area.

The last quiz was about use of the telephone and directory and apparently it was worth 55 points. All of the nine students completing the quiz passed the criterion of 80% accuracy. Again, at least nine students gained some proficiency in this area.

The individual check sheets for each student would have been very helpful in tracking individual progress as well as evaluating the success of the program. Unfortunately, these checklists were maintained in separate folders which were not available at the time of the evaluation. The few which were available were marked with checks rather than criterion scores for individual objectives.

It appears that at least some of the individual units were completed successfully by some of the students. In the future, careful tracking of the students should be included in the program. Individual records kept

on an ongoing basis are very helpful in planning lessons for individual students and in making overall program adjustments throughout the year as well as in evaluating the success of the program.

Vocational Inventory by Students

A self-report inventory was developed to obtain information about the students' achievement in regular vocational classes in the high school. At East High School 11 students completed the inventory reporting on 13 classes. The resource teacher indicated that the other students had not taken any vocational classes. A variety of classes were reported by the students. (See Appendix A for a list of the classes and a copy of the inventory.)

Six students reported that they dropped the vocational class while six reported that they did not drop the class. (Not all students answered every question.) Six students reported that there was a book for the class while seven reported that there was no book. Three said that they read the book while no one reported having any problems with the textbook. Eleven stated that they learned to use the tools and machines in the class while only one reported not being able to use the tools.

Five students reported that they are employed while six are not employed. Five students said that they were able to use the skills learned in the class in their present job and six reported that they learned something which might be useful in a future job placement. Ten students stated that they would like to have a job where they did the kind of work which they learned to do in the class. Eight students reported liking the class while two did not like it. Grades were reported by nine students and they ranged from A to D with most in the C to D area.

The questionnaires at East High School were administered by volunteers who were not familiar with the students or the program. They may not have been able to obtain answers which were as complete as those obtained at West High School where the program instructor administered all of the inventories.

At West High School, 20 students reported on 31 vocational education classes. Only two reported dropping the class while 29 reported that they did not drop the class. Nineteen said that there was no book for the class while 13 reported that there was a book. Ten students indicated that they read the book and only four reported having any trouble with the book. Five students reported that they did not learn to use the tools and machines in the class while 26 said that they did learn to use them.

Nine students reported that they were presently employed. Only one student reported that he learned anything from the class that could be used at his present job while 8 reported that they did not learn anything that could be used. However, 23 indicated that they learned something that could be used on a future job while only eight reported that they did not. In addition, 17 students reported that they would like to have a job which made use of the kinds of skills which they had learned while 13 indicated that they would not like such a job. Only six students reported not liking the class while 25 stated that they did enjoy it. Thirty grades were reported for the classes, ranging from A to F with most grades in the C to D area.

Apparently there were quite a few students in both schools who felt that they had been successful in vocational education classes. There were more students who participated at West High School but this could

be due to any number of reasons, including the fact that the questionnaire was completed more accurately at that school. It is difficult to determine whether or not the RVP program has been helpful in placing students in vocational education classes and in promoting their success in these classes. Such support might well be a goal for the future if it has not been one in the past.

The questionnaire could prove useful in evaluating each student's interests as well as his/her success in the vocational classes. If it were given earlier in the year, it could help to determine areas of difficulty for the student which could be supplemented by the RVP staff.

Vocational Inventory by Teachers

After the questionnaire was developed for the students, a questionnaire for vocational education teachers was developed to check some of the students' answers. This questionnaire was distributed at East High School to teachers of students who had completed the previous questionnaire. Each teacher was asked to complete an inventory on the particular student who had reported taking the teacher's class.

Some of the students had given the wrong name for the class teacher and other teachers were not available. However, eight forms were completed on six students, with some teachers completing more than one form because they had more than one resource student in a class. (See Appendix B for a list of the classes and a copy of the inventory.)

One teacher reported that the student had dropped the class while seven reported that the student had not dropped it. Two of the students indicated that they had dropped the class while the teacher of the class said that the student had not dropped it. It appears that the students

may not have understood what was meant by the question. Six teachers indicated that the student was absent from the class more often than other students. Three teachers indicated that there was a book for the class and two indicated that the student had trouble with the book. Five teachers reported that the student learned to use the tools and machines for the class while one reported that the student did not learn to do so. Only three teachers felt that the student gained enough skill from the class to use it on a job while six teachers indicated that the student probably enjoyed the class enough to pursue that type of work. Four teachers indicated that the student asked for extra help in the class while four indicated that the student did not. Five teachers reported that they could have used help from the resource room personnel although their comments indicated that they had not requested such help. In general, the teachers reported somewhat lower grades than the students had reported for the same classes.

In addition to the questions intended to validate the student's reports, a checklist was added to indicate any areas of particular difficulty for the student. Five teachers checked three particular areas. These were "Lacks skills to complete assignments," "Listens to instructions but still asks what to do," and "Needs much repetition of instruction." "Cannot transfer from one type of problem to another or from one task to another," was checked by four teachers. Other problem areas received fewer checks.

This information could be very helpful in working with a vocational education teacher when the student is first placed in the class. The resource teacher could try to help the student learn the missing skills and could also work with the vocational teacher to find ways to compensate

for lack of the skill. If the vocational teacher does not expect the student to be able to transfer from one problem to another, specific instructions can be given for each separate task so the student can succeed. Remarks made by the teachers could also provide suggestions for areas of remediation or compensation for the student.

In general, the teacher inventories indicated that the students are not performing as well as they think that they are but there still is a fair amount of success in the vocational classes. Again, part of the discrepancy may be due to lack of accuracy in completing the student survey.

Such an inventory, administered to vocational education teachers early in the year, could be very helpful in designing programs to supplement vocational classes. The RVP personnel may wish to develop such a survey to help monitor the performance of resource students in regular classes.

Self-Concept Inventory

The Coopersmith Self-Concept Inventory was administered to the resource students at both high schools in October. In May the inventory was again administered at East High School. Any student who had taken the inventory in October and who was still in the program was retested.

Nineteen students completed the inventory at both administrations. Eighteen of these were included in the evaluation although there was some problem with the administration in some cases. The inventory is a forced-choice format and some of the students were allowed to answer by checking both choices on some items. Occasionally, students left several questions unanswered. In one case, where a large number were not answered, the inventory was eliminated. In other cases, where only

a few answers were ambiguous, the inventories were included. In addition, there may have been some questions which the students did not understand. The following results should be evaluated with these problems in mind.

The inventory includes a total general score of 100 points and five subscale scores. The first subscale indicates the student's general self concept and it is worth 26 points. The four remaining subscales include social self/peers, home/parents, school/academic, and openness. The openness subscale is intended to evaluate the student's tendency to respond in a socially-acceptable manner or to "fake" the inventory. It is assumed that a high score on the openness subscale would invalidate the test but there is no indication in the instructions of how high that score would have to be. Therefore, no tests were eliminated for that reason although two students on the pretest and four on the posttest scored five or more out of eight on this subscale.

In general, the inventory is intended to compare students within a group and there is little normative information available. It has been reported that most means are in the vicinity of 70 to 80 with standard deviations of 11 to 13. This refers to the total score and no information is given on the various subscale scores.

The students at East High School had a mean score on the pretest of 62.89, somewhat below the mean of most samples, while the standard deviation was 19.956, somewhat larger than most other groups. On the posttest the mean for the East High students had increased to 69.56, which is only slightly below most groups, while the standard deviation had decreased to 14.690, again closer to the other samples.

The difference between the means on the pretest and the posttest was

evaluated using a t-test for correlated samples. The results indicated that on the total score the difference between the pretest and the posttest was not significant ($t = 2.00$, $p > .05$). The results on the subscales varied. On the subscale indicating general self esteem, the mean for the pretest was 17.22 while the mean for the posttest was 19.39. This difference was significant ($t = 2.53$, $p < .05$) indicating that the students made a significant imporvement on their general self esteem. None of the other subscale scores indicated a statistically significant difference. The mean on social self/peers increased from 5.44 to 5.77 ($t = .81$, $p > .05$). The mean on home/parents increased from 4.89 to 5.00 ($t = .25$, $p > .05$). The mean on school/academic increased from 3.94 to 4.61 ($t = 1.26$, $p > .05$). The mean on the openness subscale increased from 2.50 to 3.28 ($t = 1.94$, $p > .05$). It should be noted that the last four subscales included only eight qeustions each and it is difficult to obtain an improvement which is either statistically or clinically significant with such a small number of items.

In general, these results indicate that the RVP students did not have a large deficit on the self-esteem scale prior to the program. There was a significant increase in the student's general self-esteem which would appear to be a valuable improvement. It is impossible, however, to determine the cause of such an increase. Perhaps the regular resource program itself produced the increase. It may have been caused by successes outside of school. Just the maturity gained in the seven months between the testings could have been responsible for the increase. It is certainly possible that the RVP program contributed to this increase.

Some improvements could be made in future administrations of this

inventory. Individual, rather than group, administration would probably improve accuracy. The inventory should be administered in a standardized manner with students encouraged to follow the directions accurately and complete the entire inventory correctly. In addition, if any conclusions are to be drawn about the cause of an increase in self esteem, a control group which does not participate in the RVP program should also be tested.

These inventories could also be used to identify specific areas of need for individual students. If the tests were scored early in the year and the results made available to the teachers, specific needs might be better met.

Informal Observations

Interviews with resource teachers from each school and an informal evaluation written by the program instructor at West High School indicated several strengths and weaknesses in the program. Secondary resource programming is an area in which little curriculum material is available. Specific programs can be located but they usually must be adapted to meet individual needs. One of the problems with the RVP was that there was no structured curriculum ready for the beginning of school. There was only an outline and the program was developed and modified as the year progressed. This led to some frustration on the parts of the resource teachers and the program instructors. Experience gained in trying various approaches should be very useful in planning a more structured program for the future.

There was some question about whether or not the program to teach survival skills was an appropriate part of the RVP program. The RVP program should probably deal more directly with vocational skills. The

survival skills might better be taught in the regular resource program.

Scheduling presented another problem as having the students attend the RVP sessions either individually or in a group appeared to disrupt the regular resource room programming. The approach suggested by the West High School program instructor was to work with one group for the entire class period every day for a specific period of time, perhaps two weeks a term.

Another problem with the program seems to have been that there were no written job descriptions at the beginning of the year. Although these were developed and disseminated after the program was underway, there appeared to be some confusion. Resource teachers did not know what to expect from the program and program instructors were not certain what they should be doing. This was particularly true when the new program instructors were hired in April. A written description of each person's specific responsibilities should be available to all personnel so that there are not unrealistic expectations. Should it be necessary to alter job descriptions, such alterations should be made in writing to insure that everyone involved is adequately informed.

There are many programs within the school system and the community which can provide services for resource students. One important function of the RVP program could be to help students make contact with these services. Many community contacts have been made this year and these contacts should continue to build into a useful network of programming options. This may have been one of the major accomplishments of the RVP program.

One of the vocational education teachers at East High worked with the RVP staff to develop a curriculum which should be very helpful to

handicapped students and other students with special needs. He did a task analysis of the electronics class with the idea of avoiding or altering any steps that the students could not master and helping them master the difficult steps. This curriculum should be very useful in the future as it was during this school year.

The RVP also arranged to have a special aide in a vocational class to help the students who had problems. There were some difficulties with poor attendance on the part of the resource room students but the aide seemed to be very helpful to all of the students in the class who had need of special attention.

Conclusions

This was the first year of the RVP program and much of the time was spent in exploration. New programs were examined and many were tried. Contacts were made within the school administration that should lead to future cooperation among the RVP, the resource program, the vocational education program, and the school staff as a whole. Contacts throughout the community will also provide excellent resources for the future of the program. The exploration and development, which was an important part of this year's accomplishments, should provide a solid foundation for future planning and programming.

In evaluating the RVP program, it appears that some of the initial goals were met better than others. The career awareness goal was served by having 18 students participate in "out-of-school" career exploration and by referring 14 students to the Division of Rehabilitation Services. Future planning for this goal might include some career exploration within the classroom program and coordination with career counselors who have already developed programs within the high schools.

The program to meet the employment skills goals appears to have been the classroom units on survival skills. Again, it is questionable whether or not these would be the most useful job preparation skills. It does appear that at least some of these skills were mastered by the students.

The vocational training goal was apparently not given as much emphasis in the program as it might be given in the future. Some of the students were successful in completing regular vocational education classes and the reports of their experiences would seem to be useful in planning intervention in vocational programs for the future.

Many of the students appear to have been placed in jobs either during the school year or for the summer. This seems to have been one of the strengths of the program. Many of the students function well in an employment setting while they do not perform well in schoool. Providing employment in which the student could learn vocational skills would be an excellent approach in helping these students. If they can maintain employment and the RVP program can support them and help them with new job skills, the program should be very valuable.

RECOMMENDATIONS

1. Written job descriptions for each member of the RVP staff should be developed and distributed at the beginning of the school year. If possible, this should include the responsibilities which the regular resource teachers and aides have toward this particular program.

2. A structured curriculum should be developed with specific evaluation techniques to be used throughout the year. Any modifications in this program should be made only after careful evaluation of the students' participation and achievement.

3. Long-range planning should be done so that the students' needs can be met throughout high school. It may not be possible to meet all four program goals for each student in one year. An orderly progression through the program over four years should solve this problem.

4. Daily journals kept by instructors are very helpful in evaluating the program and in making changes throughout the year. The journals should be as specific as possible.

5. Careful records should be kept of each student's progress through any program. Evaluation instruments should be scored and the scores should be recorded. Such records should be easily accessible to any evaluators. All student work should be dated for future reference.

6. Specific results should be made available to the student as soon after testing as possible. This provides valuable feedback to help the student modify his/her behavior.

7. Instruments for evaluation should be written so that they determine behavioral skills of the students. It is important for evaluation instruments to reflect the goals of the program.

8. Testing should be geared to the individual student with bilingual and/or oral testing available for students who have difficulty with specific tests and/or assignments. In addition, individual criteria should be established for each student as all students may not be capable of completing each assignment or quiz with 80% accuracy.

9. It is important to make testing an integral part of the program without spending too much time in test administration. The majority of the time should be spent in instruction. Behavioral goals could be evaluated through observation, including on-the-job visits, rather than relying completely on written exams. Records should be kept of all such observational evaluations.

10. Tests should be administered by someone who knows and/or understands the students so that the evaluation measures the student's optimum performance. Sometimes it is necessary to rephrase questions or to present information in a new format so that the student's level of mastery can be accurately assessed.

11. Pretests should be available for each study unit so that the student does not spend time working on skills that have already been mastered. A pretest similar to that used for the prevocational units could be adapted for use with other parts of the program, including career awareness. If the student has already decided on a realistic occupation, it may not be necessary to explore other areas.

12. It is important to work closely with vocational education teachers so that the students receive the maximum possible help from both vocational education and resource departments. Contacts that have been made should be strengthened and new contacts encouraged.

13. An effort should be made to continue to build community contacts so that a variety of programs and job opportunities will be open to the students.

14. An effort should be made to tie classroom activities to actual employment skills. This should add motivation for the students as well as meeting vocational training goals.

15. Records should be kept, including lesson plans, so that substitutes, volunteers, or new personnel can assume responsibilities with a minimum of program disruption.

16. Each member of the RVP staff should make an effort to follow through on all committments so that students, parents, and other school personnel will continue to gain confidence in the program.

APPENDIX A

VOCATIONAL EDUCATION INTERVIEW

Resource students at East High School reported taking the following vocational education classes:

Auto mechanics (4)
Child development
Electronics
Foods (2)
ROTC
Sewing
Woods and Metals (3)

Resource students at West High School reported taking the following vocational education classes:

Auto mechanics (5)
Business education
Child development
Clothing (2)
Electricity (5)
Electronics
Foods
Machine shop (3)
ROTC (8)
Type
Wood Shop (2)
Woods and Metals

These are reported as recorded by the students. There may be some

differences between the actual name of the class and the name reported by the students. For example, some of the student at East High School reported taking auto mechanics when, in fact, they were enrolled in the small machines class. However, the classes reported are at least similar to those actually taken by the students.

Student:_____ School:_____ Interviewer:_____
Date:_____

VOCATIONAL EDUCATION INTERVIEW

1. What classes are you taking now? (List one class at the top of each column and ask all questions about one class before going on to the next class. List vocational education classes only.)

Class #1_____	Class #2_____
2. Did you drop the class? Yes____ No ____ Why?	2. Did you drop the class? Yes ____ No ____ Why?
3. Were you absent from this class more often, less, or about the same as your other classes? More ____ Less ____ Same ____ Why?	3. Were you absent from this class more often, less or about the same as your other classes? More ____ Less ____ Same ____ Why?
4. Was there a book for the class? Yes ____ No ____ Did you read it? Yes ____ No ____ Did you have any problems with the book? Yes ____ No ____ Explain:	4. Was there a book for the class? Yes ____ No ____ Did you read it? Yes ____ No ____ Did you have any problems with the book? Yes ____ No ____ Explain:
5. Did you learn to use the tools and machines in the class? Yes ____ No ____ If not, why not?	5. Did you learn to use the tools and machines in the class? Yes ____ No ____ If not, why not?
6. How did you get along with the other members of your class? Who did you have problems with? Why?	6. How did you get along with the other members of your class? Who did you have problems with? Why?
7. Do you have a job? Yes ____ No ____ What is it?	7. Do you have a job? Yes ____ No ____ What is it?

Class #1_____

8. Did you use anything that you learned in this class for your job?
Yes ____ No ____
What?

9. Do you think that you learned anything from this class that you would ever be able to use on a job?
Yes ____ No ____
If so, what?

10. Do you think you would like to have a job where you did the kind of work you learned in the class?
Yes ____ No ____
Why or why not?

11. What did you like best about the class?

12. If you could change anything you wanted in this class, what would you change? How?

13. Who was your teacher?

Was he/she easy to talk to?
Yes ____ No ____

14. Did you ever ask for extra help from the teacher? Yes ____ No ____
What kind of help did you need?

Was the teacher able to help you?
Yes ____ No ____
If not, why not?

Class #2_____

8. Did you use anything that you learned in this class for your job?
Yes ____ No ____
What?

9. Do you think that you learned anything from this class that you would ever be able to use on a job?
Yes ____ No ____
If so, what?

10. Do you think you would like to have a job where you did the kind of work you learned in the class?
Yes ____ No ____
Why or why not?

11. What did you like best about the class?

12. If you could change anything you wanted in this class, what would you change? How?

13. Who was your teacher?

Was he/she easy to talk to?
Yes ____ No ____

14. Did you ever ask for extra help from the teacher? Yes ____ No ____
What kind of help did you need?

Was the teacher able to help you?
Yes ____ No ____
If not, why not?

Class #1_____

15. Was the teacher a good teacher?
Yes ____ No ____
Why or why not?

16. Did you like the class?
Yes ____ No ____
Why or why not?

17. What grade did you get in the class?

What grade do you think you will get on your next report card?

Class #2_____

15. Was the teacher a good teacher?
Yes ____ No ____
Why or why not?

16. Did you like the class?
Yes ____ No ____
Why or why not?

17. What grade did you get in the class?

What grade do you think you will get on your next report card?

APPENDIX B

VOCATIONAL EDUCATION INTERVIEW

Vocational education teachers at East High School completed interview forms for students taking the following classes:

Auto mechanics

Child development

Electronics

Foods

Small engines

Woods and metals (3)

Teacher:_____ Date:_____ School:_____

We understand that _____ is currently taking or has recently taken your class in _____. We are interested in determining how our resource students are performing in their other classes. Would you please answer the following questions about _____ and return this survey to Bo Hall. All answers will be confidential and will be used only to help us structure our program for next year. Thank you for your help.

1. Did the student drop the class? Yes _____ No _____

   If so, why?

2. Was the student absent from this class more often, less, or about the same as other students? More _____ Less _____ Same _____

   If more, why?

3. Was there a book for the class? Yes _____ No _____

   Do you think the student read the book? Yes _____ No _____

   Did the student have any trouble with the book? Yes _____ No _____

   Explain:

4. Was the student able to learn to use the tools and machines in the class? Yes _____ No _____

   If not, why not?

5. How did the student get along with other members of the class?

   Who did the student have problems with?

   Why?

6. Do you think the student gained enough skill in this class to use it on a job? Yes _____ No _____

   If so, what kind of job?

7. Do you think the student enjoyed the work enough to have a job in a related field or to use the skills on a job?
Yes _____ No _____

Why or why not?

8. Did the student ever ask for extra help in class? Yes _____ No _____

What kind of help did he/she need?

9. How could the student have improved in the class?

10. Could the class be modified to accommodate the needs of this student?

11. Could the resource room personnel have helped you with this student? Yes _____ No _____

Please explain:

12. What grade(s) did the student receive in this class?

13. Check any additional items which apply:

____ a. Lacks skills to complete assignments.
____ b. Cannot copy from the board accurately.
____ c. Listens to instructions but still asks what to do.
____ d. Reads words (decodes) but does not understand the concepts.
____ e. Spelling does not even approximate the correct word.
____ f. Cannot transfer from one type of problem to another or from one task to another.
____ g. Needs much repetition of instruction.
____ h. Disrupts the class.
____ i. Hesitates to participate in group activities.
____ j. Usually shy or withdrawn.
____ k. Laughs or cries inappropriately or is easily upset.
____ l. Lacks self confidence and/or has low self-image.

Thank you for taking the time to complete this report.

A P P E N D I X "D"

STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS IN DETAIL

I. SOCIAL AND BEHAVIORAL CHARACTERISTICS

A. LOW SELF-CONCEPT

Self-concept is an attitudinal and conceptual self-image based on the person's perception and awareness of himself, especially his feelings of self-worth, values, and aspirations. Individuals with low self-concept often reveal that they do not feel good about themselves. They feel incompetent, inadequate, and worthless. Individuals suffering from low self-concepts frequently exhibit some of the following behaviors:

1. Speaks disparagingly of self.
2. Is unwilling to attempt new or difficult tasks.
3. Is fearful of new situations.
4. Is excessively shy and withdrawn.
5. Lacks self-reliance; often says, "I can't".
6. Shows excessive concern over acceptance by others.
7. Is usually unhappy or depressed; seldom smiles.
8. Demonstrates inability to make everyday decisions.
9. Demonstrates an inability to accept errors or corrects mistakes.
10. Shows extreme negative reaction to minor failures.
11. Has slovenly, unkempt appearance.
12. Is unable to evaluate his behavior realistically; brags or denigrates his accomplishments.

B. DISTURBED RELATIONS WITH PEERS

Often, the individual with learning problems is a misfit in the social group of the classroom, a pariah among his classmates. Examples of this disturbed relations with peers include:

1. Has no close friends of "chums" in peer group.
2. Is avoided by others in games and activities.
3. Hits, bites, kicks, or otherwise physically assaults peers.
4. Is incessantly teasing or teased by others.
5. Belittles accomplishments of others.
6. Seeks company of much older or younger children.
7. Withdraws from group activities.

C. INAPPROPRIATE RELATIONSHIP TO TEACHERS, PARENTS, AND OTHER AUTHORITY FIGURES

Constructive relationship to authority is often a special problem for children with school learning difficulties. Adults who are responsible for the child are often in a quandry when he:

1. Refuses reasonable requests.
2. Defies direct commands.
3. Disobeys classroom rules.
4. Encourages peers to disrupt the class or defy adults.
5. Strikes, bites, kicks, or otherwise attempts to injure other children or adults.
6. Runs away from school or home or leaves the classroom without permission.
7. Steals and/or lies.
8. Manipulates adults to his advantage.
9. Is overprotected; seldom allowed to enter new age-appropriate situations alone or allowed to take responsibile risks.
10. Is overindulged; "spoiled" by being given non-contingent or excessive rewards.

D. OTHER SIGNS OF BEHAVIORAL/EMOTIONAL PROBLEMS

In addition to maladaptive behaviors related specifically to self, peers, and authority, the child with school learning problems may exhibit a variety of other inappropriate responses which can include:

1. Exhibits inappropriate behavior for a given context (e.g., laughs when someone is hurt, interprets figures of speech literally).
2. Is overly suspicious or jealous of others.
3. Complains of physical symptoms, pains, or fears in mildly stressful situations; complains of very little hurt.
4. Is in constant motion; compulsively manipulates objects, moves about the room excessively.
5. Engages in repetitive, stereotyped motor behavior; has tics, bites nails, rocks, etc.
6. Talks incessantly; frequently talks out without permission or interrups conversations.
7. Explains inappropriate behavior by rationalization or intellectualization.
8. Does not seem to learn from experience; behavior does not improve with usualy disciplinary methods.
9. Is retained in grade or excluded from school.

Student Characteristics (con't).

10. Fails to learn when there is no evidence of intellectual, sensory, or health factors.
11. Makes meaningless noises.
12. Acts impulsively and shows poor judgement; does not consider or understand consequences of his behavior.
13. Is easily distracted; cannot concentrate or attend for more than a few minutes.

E. DEFICITS IN SPEECH AND LANGUAGE

Individuals' speech and language often betray their emotional status and intellectual or academic compentence in unique ways. One may suspect that the individual is experiencing an emotional or academic problem when:

1. Does not speak.
2. Speaks only when spoken to.
3. Speaks with inappropriate pitch; voice too high-pitched or too low-pitched for age and sex.
4. Speaks with inappropriate volume; voice too loud or too soft.
5. Has irritating vocal quality; voice too harsh, hoarse, nasal, etc.
6. Speaks with marked dysfluency; stutters, clutters, or otherwise interrupts the flow of speech.
7. Uses primarily jargon, neologisms, profanity, or other speech inappropriate for a context.
8. Mis-articulates many words.
9. Has difficulty learning signs and symbols.
10. Cannot interpret directions.
11. Lacks ability to describe persons, places and things.
12. Cannot identify an object from its description.
13. Does not comprehend simple sentences or familiar sequences when a part is missing.

F. DISORDERED TEMPORTAL RELATIONSHIPS

Orientation in time and ability to sequence events are required for adequate social and academic functioning. Individuals with learning problems may exhibit some of the following behavior:

1. Cannot tell a story in sequence.
2. Does not repeat sound patterns in order.
3. Cannot remember a sequence of events.
4. Is chronically late; absent-minded; often forgets importance events.
5. Is unable to plan a sequence of events.

6. Refuses to talk about the past.
7. Cannot shift readily from one activity to another.
8. Is easily confused by a change in routine.
9. Confuses seasons, months, years, days and other intervals of time after the age at which most children learn these concepts.
10. Cannot acquire basic auditory sequences, such as phone numbers, alphabet, etc.

II. DISORDERS OF THINKING PROCESSES

A. POOR ABILITY FOR ABSTRACT REASONING

1. Literal in interpretation.
2. Unaware of humor in jokes.
3. Unable to get the idea.
4. Unable to read between the lines.
5. Lacks ability to solve problems.
6. Cannot form normal judgments.
7. Unable to read with comprehension.
8. Lacks ability to make inferences.

B. THINKING GENERALLY CONCRETE

1. Unable to generalize.
2. Need to overlearn.
3. Unaware of different aspects of: an object, word, or idea.
4. Each situation is unique -- sees no similarities or differences between: situations, new materials.

C. DIFFICULTIES IN CONCEPT FORMATION

1. A concept can be not better than the perceptions upon which it is based. If perceptions lack in generalization:
    a. concepts will likey be weak.
    b. concepts will likely be restricted.
    c. concepts will likely be bizarre.
2. Unable to make association.
3. Cannot deal with relationships
4. Unable to group ideas into logical relationships.
5. Lacks ability to categorize.
6. Lacks ability to classify.

Student Characteristics (con't).

D. THINKING FREQUENTLY DISORGANIZED

1. Responses random and meaningless.
2. Lack of planning.
3. Vagueness - incompleteness.
4. Uneven mental ability structure.
5. Inflexible.
6. Gets in his own way.
7. Personal untidiness.
8. New situations cause panic.
9. Emotional tolerance low.
10. Goal direction lacking.

E. POOR SHORT TERM AND LONG TERM MEMORY

1. Memory is the retention, recall, and recognition of the representations of past experiences. There seems to be a propensity to forget such things as:

time	size	points of compass
dates	weight	family relations
months	volume	number facts
seasons	money	length

2. Auditory Memory Distorders:

   a. Retain or recall information heard.
   b. Follow directions.
   c. Reproduce rhythm patterns.
   d. Lecture material.
   e. Remember sounds long enough to blend them.
   f. Poor phonics.
   g. Reproduce verbally or in writing a sequence of symbols: digits, words, phrases, presented orally.
   h. Arithmetic calculations.
   i. Unable to assimilate, store and retrieve information.

3. Visual Memory Distorders:

   a. Not meaningful - automatic (rote).
   b. Reversals in reading and spelling.
   c. Reversals in writing name.
   d. Sight words.
   e. Finding correct page number.
   f. Recall accurately prior visual experiences.
   g. Things seem in sequence.
   h. Arithmetic calculations.
   j. Difficulty recognizing mistakes.
   k. Mistakes made and once corrected are repeated with no attempt at correction.
   l. Reading comprehension (will suffer if long term memory is lacking).

Student Characteristics (con't)

F. THINKING SOMETIMES AUTISTIC

1. Reality versus fantasy unclear.
2. Reality unreliable.
3. Fairy tales frightening.
4. Literal interpretation.

G. FREQUENT THOUGHT PERSEVERATION

1. Not truly concentrating
   - continues to respond or behave a certain way when it is no longer appropriate.
   - inability to shift from one activity to another.
   - repetitious - preoccupied with motor activity (sharpens pencil; grinds it to nubbin).
2. Raises hand - does not know answer.
3. Abnormal fixations on unimportant details.
4. Does not follow direction.
5. Attends to an isolated phenomenon without regard for importance, pertinence or suitability.
6. Prolonged laughter.
7. Attention continues inflexibly:
   externally
   internally.
8. Cannot relinquish activity after it reaches culmination.
9. Four areas of perseveration --
   a. behavior patterns
   b. emotional experience
   c. learning activities
   d. social activities

H. SHORT ATTENTION SPAN

1. Appears not attentive.
2. Lack of motivation.
3. Unwilling to attend.
4. Emotional block: discouraged, disinterested, anxiety, anger
5. Hyperirritable.
6. Lacks normal attention to events and circumstances that surround him.
7. Fleeting.

I. OVERLY DISTRACTIBLE FOR AGE

1. Focuses on minor details.
2. Cannot remain focused.
3. Every passing stimulus.
4. Distracted by any sense.

Student Characteristics (con't)

5. Screen out superfluous, extraneous stimuli.
6. Fleeting attention to irrelevant events and objects.
7. Any past experience may interrupt attention.
8. Mind shifts randomly from one internal event to another.
9. Noises, sounds, lights, objects.

J. IMPAIRED CONCENTRATION

1. Apparent fatigue extremely quickly.
2. Hyperawareness.
3. If activity complex or threatening causes:
   a. intensive daydreaming
   b. periods of mental blocking.
4. Habit of not seeing.
5. Habit of not hearing.

K. IMPAIRED ABILITY TO MAKE DECISIONS: PARTICULARLY FROM MANY CHOICES

1. Loses interest in abstract material.
2. Lack of normal feedback.
3. Tries too many activities and becomes frustrated.

III. ACADEMIC DISABILITTIES

A. READING DISABILITIES
B. ARITHMETIC DISABILITIES
C. SPELLING DISABILITIES
D. POOR PRINTING, WRITING, OR DRAWING ABILITIES
E. VARIABILITY IN PERFORMACE FROM DAY TO DAY OR EVEN HOUR TO HOUR
F. POOR ABILITY TO ORGANIZE WORK.
G. SLOWNESS IN FINISHING WORK.
H. FREQUENT CONFUSION ABOUT INSTRUCTIONS, YET SUCCESS WITH VERBAL TASKS.

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A P P E N D I X "E"

"PROGRAM CONSULTANT'S REVIEW"

THE
UNIVERSITY
OF UTAH

DEPARTMENT OF
EDUCATIONAL STUDIES
SALT LAKE CITY, UTAH 84112

September 31, 1980

It is my opinion that the Resource Vocational Program Summary Report for 1979-80 indicates a well conceptualized program which has made a serious effort at formative and summative evaluation. The resulting data should be most helpful in the continuing development of a quality program. Specific recommendations for the future are clearly included. Summative gain data can be difficult to obtain for this type of program; their interpretation is also not an easy task. Those included in this report indicate success for a first year project.

The case for need for a program of this type seems well made. The program design is appropriate to this need.

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